



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

131 E. Southern Ave., Mesa, AZ 85210

American Basic Schools LLC

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Glen Gaddie
Schedule : 07:00 AM to 05:00 PM
Grades : K-7
2005 Enrollment : 642
Web Address :
Phone Number : (480) 964-4602
Fax Number : (480) 964-6566
E-mail : ronna@burkebasicschool.com

Mission

Our mission is to establish an enhanced learning environment. The prime objective is high performance in the traditional basics, which are language skills, reading, and mathematics. A secondary objective is high performance in arts and sciences. We consistently provide character education which is necessary for the growth of each student.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will progress more than one grade-level per year in reading, spelling and math according to a standardized achievement test.
- ü Most students will meet or exceed the Arizona Academic Standards.
- ü Students will acquire a knowledge and history of America and develop a respect for its founding fathers.

Enrollment

October 1, 2004 School Year Student Enrollment : 641
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 600

Instructional Programs

- ü Ability Grouping
- ü Phonics-based
- ü Full-day Kindergarten
- ü Character Training
- ü I Love America Training
- ü Daily 90 minute reading block

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We believe that our students and their parents are our customers, and that we should treat them as such. We are required to provide our students with a strong educational and moral foundation.

Parents

1. Parents can contact the school on an individual basis concerning their children. Parents are required to support the school's discipline program.
2. Parents can contact the school at any time. When committees are needed, we ask for parent volunteers. Parents are required to read with their children each night.
3. Attendance is vital. Parents are responsible for getting their children to school each day. Punctuality is very important.

Transportation Policy

The school offers busing to the areas in and surrounding Mesa. We require that students live more than two miles from the school to be eligible for busing.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Top 10 Academic School - Arizona Parent Survey	2001
ü Top 10 Academic School - Arizona Parent Survey	2002
ü Top 10 Academic School - Arizona Parent Survey	2003
ü Parent Satisfaction Rating of 96%	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79306	98	98	99	443	443	445	19	19	10	21	21	18	34	34	51	26	26	20
All Students (Prior Year)	94	94	75509	100	100	100	525	525	521	12	12	13	26	26	23	26	26	33	35	35	31
Female	38	38	38691	95	95	99	447	447	446	16	16	10	19	19	18	41	41	52	25	25	20
Male	47	47	40583	98	98	99	440	440	445	22	22	11	22	22	18	29	29	50	27	27	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	25	25	32869	96	96	99	412	412	429	35	35	15	30	30	25	30	30	51	5	5	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	52	52	36197	100	100	99	456	456	463	16	16	5	10	10	11	41	41	53	33	33	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	78	78	69060	96	96	98	448	448	454	16	16	7	20	20	17	35	35	54	29	29	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	58	58	39415	95	95	96	429	429	431	27	27	15	21	21	25	37	37	50	15	15	10
Non-Economically Disadvantaged	28	28	39966	100	100	100	471	471	459	4	4	6	20	20	12	28	28	52	48	48	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	79395	99	0	99	457	457	446	8	8	9	24	24	25	53	53	55	15	15	11
All Students (Prior Year)	93	93	75492	100	100	100	536	536	519	11	11	12	10	10	16	39	39	47	40	40	24
Female	39	39	38743	98	0	100	455	455	451	6	6	7	24	24	24	61	61	57	9	9	12
Male	47	47	40618	98	0	99	458	458	440	9	9	11	24	24	27	47	47	53	20	20	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	26	26	32915	100	0	99	433	433	426	19	19	15	29	29	35	43	43	47	10	10	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	52	52	36221	100	0	99	465	465	465	4	4	4	20	20	15	57	57	63	18	18	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	79	79	69139	98	0	99	460	460	454	7	7	7	23	23	24	53	53	58	17	17	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	59	59	39484	97	0	96	441	441	429	11	11	14	28	28	35	55	55	47	6	6	4
Non-Economically Disadvantaged	28	28	39986	100	0	100	489	489	461	0	0	4	16	16	16	48	48	63	36	36	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	78869	99	99	99	440	440	442	8	8	6	21	21	21	59	59	63	13	13	10
All Students (Prior Year)	90	90	75053	97	97	99	591	591	597	13	13	7	15	15	12	59	59	72	14	14	9
Female	39	39	38536	98	98	99	477	477	458	0	0	4	12	12	15	70	70	67	18	18	14
Male	47	47	40302	98	98	99	413	413	428	13	13	8	27	27	26	51	51	60	9	9	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	26	26	32606	100	100	98	421	421	426	14	14	8	19	19	27	48	48	60	19	19	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	52	52	36078	100	100	99	450	450	459	4	4	4	20	20	16	65	65	66	10	10	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	79	79	68697	98	98	98	442	442	454	9	9	4	16	16	18	61	61	67	14	14	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	59	59	39106	97	97	95	433	433	427	8	8	8	25	25	28	62	62	59	6	6	5
Non-Economically Disadvantaged	28	28	39837	100	100	100	455	455	457	8	8	4	12	12	14	52	52	67	28	28	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	81	78906	98	98	99	494	494	498	10	10	13	22	22	19	60	60	48	8	8	20
All Students (Prior Year)	52	52	76019	100	100	100	493	493	499	9	9	14	51	51	39	9	9	14	31	31	33
Female	50	50	38644	98	98	99	489	489	500	15	15	12	21	21	19	57	57	49	6	6	19
Male	31	31	40236	97	97	99	501	501	497	3	3	15	23	23	19	63	63	46	10	10	20
African American	10	10	4087	100	100	99	487	487	481	10	10	20	30	30	24	50	50	45	10	10	11
Hispanic	31	31	31938	100	100	99	484	484	481	14	14	19	21	21	25	61	61	46	4	4	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	38	38	36483	95	95	99	503	503	517	8	8	7	19	19	13	62	62	51	11	11	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	75	75	68310	99	99	98	495	495	509	11	11	9	20	20	18	61	61	51	8	8	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	49	49	38679	94	94	96	488	488	483	13	13	20	28	28	25	53	53	45	6	6	10
Non-Economically Disadvantaged	32	32	40295	100	100	100	503	503	513	7	7	7	13	13	13	70	70	50	10	10	30

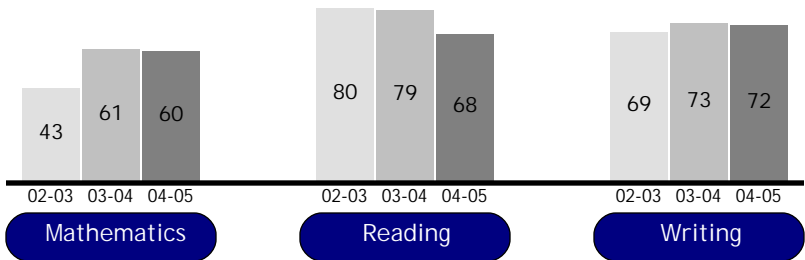
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	78908	99	0	99	491	491	484	5	5	10	18	18	23	71	71	58	6	6	9
All Students (Prior Year)	52	52	76020	100	100	100	499	499	503	24	24	25	20	20	23	47	47	40	9	9	12
Female	50	50	38648	98	0	99	484	484	489	9	9	8	23	23	22	64	64	61	4	4	10
Male	32	32	40233	100	0	99	502	502	479	0	0	12	10	10	25	81	81	55	10	10	8
African American	10	10	4092	100	0	99	472	472	473	10	10	12	30	30	28	60	60	54	0	0	5
Hispanic	31	31	31940	100	0	99	480	480	465	11	11	16	21	21	32	64	64	49	4	4	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	39	39	36502	98	0	99	505	505	502	0	0	4	13	13	14	76	76	67	11	11	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	75	75	68312	99	0	98	492	492	493	6	6	7	18	18	21	69	69	62	7	7	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	50	50	38662	96	0	96	482	482	468	8	8	16	27	27	32	60	60	49	4	4	3
Non-Economically Disadvantaged	32	32	40315	100	0	100	507	507	498	0	0	5	3	3	15	87	87	66	10	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	81	78750	98	98	99	518	518	500	0	0	6	23	23	29	77	77	63	0	0	2
All Students (Prior Year)	52	52	75673	100	100	100	507	507	530	7	7	12	40	40	25	53	53	58	0	0	4
Female	50	50	38586	98	98	99	524	524	515	0	0	4	17	17	22	83	83	71	0	0	3
Male	31	31	40135	97	97	99	507	507	486	0	0	8	33	33	35	67	67	56	0	0	1
African American	10	10	4081	100	100	99	520	520	488	0	0	8	20	20	32	80	80	59	0	0	2
Hispanic	31	31	31841	100	100	99	501	501	483	0	0	8	32	32	36	68	68	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	38	38	36440	95	95	99	527	527	516	0	0	3	19	19	22	81	81	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	75	75	68196	99	99	98	519	519	513	0	0	3	21	21	25	79	79	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	49	38558	94	94	96	510	510	485	0	0	8	32	32	37	68	68	54	0	0	1
Non-Economically Disadvantaged	32	32	40260	100	100	100	530	530	514	0	0	3	10	10	21	90	90	72	0	0	4

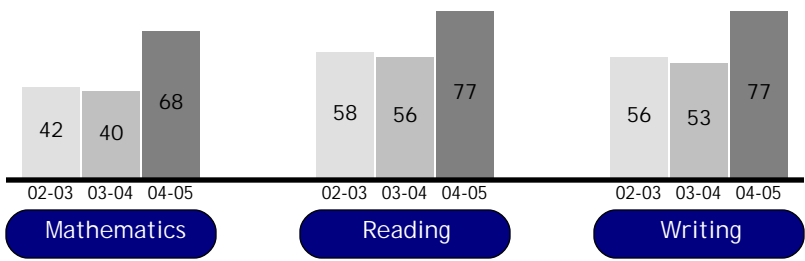
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	77	59	59	50	88	62	NA	58	98	52	52	47
	Language	100	47	47	43	90	41	41	50	98	54	54	47
	Mathematics	99	57	57	57	91	47	47	64	98	50	50	50
3	Reading	96	56	56	47	98	54	NA	55	99	50	50	44
	Language	100	61	61	54	100	56	56	61	99	49	49	44
	Mathematics	99	52	52	54	100	55	55	61	98	52	52	51
4	Reading	100	61	61	52	97	53	NA	56	100	57	57	48
	Language	100	50	50	48	98	50	50	52	100	59	59	49
	Mathematics	100	66	66	57	98	54	54	61	100	59	59	53
5	Reading	97	60	60	50	96	55	NA	55	99	52	52	50
	Language	97	47	47	46	96	39	39	49	99	54	54	50
	Mathematics	100	56	56	57	94	54	54	63	98	47	47	49
6	Reading	100	48	48	53	93	54	NA	56	100	49	49	51
	Language	100	41	41	45	93	53	53	48	100	43	43	47
	Mathematics	100	56	56	62	93	60	60	66	100	41	41	52
7	Reading	NC	NC	NC	51	100	NA	NA	54	NC	NC	NC	50
	Language	NC	NC	NC	54	100	NA	NA	58	NC	NC	NC	52
	Mathematics	NC	NC	NC	58	100	NA	NA	62	NC	NC	NC	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	6.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	2
4 to 6 years	4	2	0	3
7 to 9 years	2	1	0	0
10 or more years	1	3	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Cafeteria/Gym
Ü Assembly Hall	

Extracurricular Activities

Ü Band
Ü Winter and Spring Concerts
Ü Annual Talent Show

Social Services

Ü SEI Classrooms for English Lang. Learner
Ü Health Services (Growth and Development)
Ü Before/After School Care (DES certified)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Overall achievement for the entire student body averaged 2.03 grade levels in reading, spelling and math according to a standardized achievement test.
- ü Curriculum was aligned to meet the Arizona Academic Standards.
- ü Over 200 students earned the National or Presidential Physical Fitness Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use the Positive Classroom Management System to promote an orderly climate for learning. The Administration has been trained by the State of Arizona in the Safety Management of Schools Seminar.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Tammy Turner	(480) 964-4602
Community Resources		
School Nutrition Programs	Renae O'Donnal	(480) 964-4602
Parent Organization	Ronna Krantzman	(480) 964-4602
Student Health/Nurse	Margaret Brand	(480) 964-4602

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.